



## 2012-2013 School Nominee Presentation Form

### **PART I - ELIGIBILITY CERTIFICATION**

#### **School and District's Certifications**

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct to the best of their knowledge. *In no case is a private school required to make any certification with regard to the public school district in which it is located.*

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

## U.S. Department of Education Green Ribbon Schools 2013

For Public Schools only: ☐ Charter ☐ Title I ☐ Magnet ☐ ChoiceName of Principal Veronica Codrington-Cazeau

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name The Evergreen School

(As it should appear in the official records)

School

Mailing Address 15201 Meridian Ave N.

(If address is P.O. Box, also include street address.)

ShorelineWashington98133

City

State

Zip

County KingState School Code Number\* N/ATelephone ( 206 ) 364-2650Fax ( 206 ) 363-9025Web site/URL www.evergreenschool.org E-mail rcazeau@evergreenschool.org

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

Veronica Codrington-Cazeau

(Principal's Signature)

Date 2/6/13Name of Superintendent\* N/A

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name\* N/A Tel. ( )

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate. This is one of the highest performing green schools in my jurisdiction.

Date

(Superintendent's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*



## **PART II: THE EVERGREEN SCHOOL SUMMARY OF ACHIEVEMENTS**

At The Evergreen School, environmental sustainability and stewardship have been thoroughly integrated into our curriculum and daily practices. As a school, we are committed to environmental stewardship from the highest level of strategic planning to our core teachings in the classroom. Because we recognize that we are nurturing the environmental stewards of tomorrow, we model green practices that demonstrate interconnections and impact on the health of our community.

Our students are integrally involved in helping us meet our sustainability goals and achieving our successes. A middle school student-led Green Club leads efforts on waste reduction and conservation. Integrated into science class and as a service learning project, 8th graders conducted an audit of the energy and water usage of the school, going back three full years. Our 7th graders lead our recycling program and 4th/5th graders complete daily jobs that monitor the sorting of our waste and recycling, track energy use and help clean our campus. Students conduct all-school waste audits and present their findings to staff, the Parent Association, and at all school assemblies. As a result of the audit, and the implementation of an effective school-wide waste management program including recyclable and compostable materials collection, we achieved a 90 percent recycling rate. Other waste reduction actions include paperless electronic all school communications and registration, elimination of disposable plastic utensils and bottled water, e-cycling and free cycle events.

Recent installation of a 9.66 kW photovoltaic system, received through a grant from the Bonneville Environmental Foundation, upgrades of energy efficient lighting, and a digitally controlled HVAC system that regulates our building set-points, has resulted in energy reduction and savings. Annually Evergreen participates in the Green School Alliance Green Cup Challenge, an electricity conservation competition. Our energy use data achieved a score of 90/100 in EPA's ENERGY STAR Target Finder for K-12 schools.

We are proactive in environmental purchasing, creating a set of guidelines for environmentally preferable products. We purchase recycled content paper and other recycled content supplies, and use green cleaning products. We are committed to maintaining good indoor and outdoor air quality by routinely inspecting and maintaining our buildings and have a no vehicle idling policy on campus. All classes use approved non-toxic chemicals and art supplies. We improve outdoor water quality through landscaping with native plants and trees, bio-filtration swales, and storm water detention ponds.

Experiential and placed-based learning that occurs outside formal classroom walls is an integral part of a student's experience at Evergreen. Our campus with small forested areas typical of the Pacific Northwest, stream beds, bio-swales, native plant gardens and a forested wetland complete with a nature trail, intermittent stream, and outdoor classroom, provides wonderful opportunities to connect with the natural world. Students attend outdoor education 2-5 day trips, as well as one day field trips, that incorporate outdoor learning experiences.

We develop curriculum that uses the environment as a context for learning, investigates environmental challenges, promotes critical thinking, problem-solving, decision making

skills, and includes service learning. Integrated topics include native plants and animals, renewable energy, natural resources, ecological footprint, global warming, environmental stewardship, global health, biodiversity, ecosystems, and farm to food. Using the school and neighboring park wetlands as a context for learning, restoration work has enabled us to create an experiential, service learning and community cooperative for the study of native plant communities, habitats, and hydraulic cycles. Students grow starts that are transplanted in the City of Shoreline's Giving Garden, providing fresh produce to a local food bank. We participate in Salmon in the Classroom, a program that raises salmon from eggs to the fry stage in an aquarium and releases them into a local stream. Students participate in citizen scientist programs, documenting bird populations for the eBird program and conducting a biodiversity audit with Eco-Schools. 7th graders conduct ecosystem field investigations with the help of scientists from University of Washington and National Parks Service. Intermediate students annually create and lead sustainability workshops to teach primary students about conservation. Our students in kindergarten through eighth grade attend extended outdoor education programs which provide environmental education and outdoor learning experiences. Evergreen School strives to develop environmentally literate students and prepare them to be creative, collaborative thinkers on real world issues that will affect their lives now and in the future.

To oversee our commitment to sustainability, our staff Green Committee coordinates sustainability education programs, and our Green Team, composed of trustees, parents, students, faculty, and administrators, evaluates and documents the school's ongoing sustainability efforts. Our Sustainability Coordinator works with all departments providing consistent leadership on practices and policies, and facilitating the integration of sustainability into curriculum. We were recognized for our green efforts in 2005 receiving King County's Green Globe in Sustainable Schools Award and deemed a Washington State Green Leader School in environmental sustainability education in 2012.



# OSPI Green Ribbon Schools Reviewer Scoring Sheet and Rubric

Name of School: The Evergreen School      Average Total points: 78/100      5 Reviewers

Green Ribbon Pillar and Elements			Reviewer Notes	Points
<b>Summary Narrative</b>				
A helpful narrative brings to life the facilities, operations, and curricular activities described in the application and demonstrates how sustainability is integrated into the life of the school.			Very comprehensive narrative. Impressive concerted efforts impressive and continuous progress. This private school with a Sustainability Coordinator demonstrates what schools can do with resources and vision.	N/A
<b>Cross Cutting Questions – 5 Points</b>			<b>Reviewer Notes</b>	<b>Points</b>
<b>Participation in Green School Programs and/or Awards for Environmental and Sustainability Efforts.</b>				
1 pt	2-3pts	4-5 pts		
School participates in a program that benchmarks progress.	In addition, school has received one award.	In addition, school has received more than one award and has achieved an advanced level of progress in at least one recognized program.	Level 1 for KCGSP and WSGSP, ECO Schools USA.	4
<b>Pillar I: Reduce Environmental Impact and Costs – 30 Points</b>			<b>Reviewer Notes</b>	<b>Points</b>
<b>Element IA: Increased energy conservation and efficiency 15 pts</b>				
1-5 pts	6-10pts	11-15 pts		
School demonstrates some reduced energy use	<ul style="list-style-type: none"> <li>School has an Energy Star rating and an Energy Master Plan</li> <li>Demonstrates substantial reductions in electricity and heating energy use and carbon footprint</li> <li>Generates or purchases some renewable energy</li> <li>Has green building recognition for some new, renovated and/or existing buildings at minimum Silver level or equivalent</li> <li>Measures and offsets some of its remaining carbon</li> </ul>	<ul style="list-style-type: none"> <li>School has an Energy Master Plan</li> <li>Is Energy Star rated above 90</li> <li>Demonstrates reductions from baseline in electricity, heating and carbon footprint of 35% or more;</li> <li>&gt;50% of energy use comes from renewable sources</li> <li>Offsets a <i>substantial</i> amount of its remaining footprint</li> <li>Has received green building recognition at the Gold or higher for all new, renovated, and existing buildings</li> </ul>	Not an Energy Star label/certification, but has tracked energy use in PM. Reductions reported are fairly small however an EUI and an ESPM score of 90 is very good! Lists hydro as their purchased renewable. 3% in PV seems high (probably closer to 1.5%) Waste (cleanscapes) and Energy (Bonneville power) programs significantly reduce footprint. Narrative describes all school stakeholders involved in various areas. Student asthma action program,	21

Element IB: Improved water quality, efficiency, and conservation 5 pts		footprint	monitors CO2.
1 pt	2-3 pts	4-5 pts	
<ul style="list-style-type: none"> <li>The school protects its water from contaminants</li> <li>Cleans its drinking water fountains</li> <li>Controls lead in drinking water</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School has smart irrigation and landscaping that is water-efficient</li> <li>Conducts annual water audits and controls leaks</li> <li>Installs <i>some</i> water-conserving fixtures and/or appliances (e.g. waterless urinals, dual-flush toilets, appliances)</li> <li>Can demonstrate a <i>modest</i> amount of reduction in water-use compared to baseline</li> <li>Has some amount of grounds devoted to ecologically beneficial uses</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School demonstrates a <i>substantial</i> amount of reduction in water-use compared to baseline</li> <li>Uses <i>only</i> alternative water sources for irrigation (e.g. gray water; rainwater harvesting)</li> <li>Provides <i>only</i> water-efficient fixtures</li> <li>Uses other creative measures for protecting and conserving water at the school site (e.g. bioswales for controlling stormwater runoff; reducing impermeable surfaces)</li> <li>Devotes substantial amount of grounds to ecologically beneficial uses</li> </ul>	<p>Uses potable for irrigation but limits use by hand watering and soaker hoses. No water conserving fixtures or annual audit. Large site ecological area (bio swales and protected wetland). No irrigation system,</p>
Element IC: Reduced waste production 5 pts		5 pts	
1-2 pts	3-4 pts	5 pts	
<ul style="list-style-type: none"> <li>School monitors its hazardous waste and disposes of it as required by state law</li> <li>Has a recycling program that diverts 20% of its solid waste (but no organics/ compost)</li> <li>Purchases some paper with <i>some</i> recycled content</li> <li>Uses <i>some</i> "third-party certified" cleaning products and describes a few creative ways the school community practices the 4Rs (Reduce, Reuse, Recycle, Rot)</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School also has a pollution prevention approach to reduce the use of hazardous chemicals</li> <li>Recycles computer and electronics responsibly</li> <li>Purchases some electronics with E-PEAT certification</li> <li>Uses <i>substantial</i> amount of "third-party certified" cleaning products</li> <li>Has a recycling program that diverts 35% of its solid waste (some organics/ compost, such as yard waste)</li> <li>Purchases <i>substantial</i> amounts of paper with recycled and chlorine-free</li> </ul>	<ul style="list-style-type: none"> <li>School also has made <i>substantial</i>, measured progress towards a "zero waste" goal</li> <li>Has a recycling program that diverts 50% or more of its solid waste (including organics like yard waste and food waste)</li> <li>Purchases <i>substantial</i> amounts of paper with &gt; 30% recycled content, and chlorine-free</li> <li>Has an environmentally-preferable purchasing policy and a hazardous waste management policy that reduces and prevents solid and hazardous wastes</li> <li>Uses 100% "third-party certified" cleaning products (not including disinfectants)</li> </ul>	<p>Very good waste / person &amp; recycling rates. Fluorescent bulbs as haz waste and electronics are listed as haz waste. No electronics (EPEAT) purchasing policy.</p>



	content	<ul style="list-style-type: none"> <li>Has a custodial program that meets "green" institutional services standards</li> <li>Describes several creative ways the school community practices the 4Rs</li> </ul>	
<b>Element ID: Alternative transportation 5 pts</b>			
1-2 pts	3-4 pts	5 pts	
<ul style="list-style-type: none"> <li>School has programs in place to promote more efficient and healthier transportation, including designated carpool stalls, anti-idling policy, no loading/unloading near air intakes</li> <li>Has some percentage of students that do not drive in a single vehicle to school</li> </ul>	In addition <ul style="list-style-type: none"> <li>School has a high percentage of students that do not drive in a single vehicle to school</li> <li>Participates in Safe Routes to Schools and identifies safe pedestrian routes</li> <li>Adopts a policy to promote active transportation</li> </ul>	In addition <ul style="list-style-type: none"> <li>School has alternative-fuel buses and other creative means of promoting alternative transportation</li> </ul>	Uses public transit.
<b>Additional efforts towards Pillar 1</b>			
School has at least one innovative or unique practice and/or partnership to help reduce its environmental footprint (could be related to footprint monitoring, access to community expertise, training, in-kind support, student/community engagement, contests, or other practices).	School has at least two innovative or unique practices and/or partnerships to reduce its footprint.	School has at least three or more innovative or unique practices and/or partnerships to reduce its footprint.	N/A

<b>Pillar II: Improve Health and Wellness of Students and Staff – 30 Points</b>			<b>Reviewer Notes</b>	<b>Points</b>
<b>Element IIA: An integrated school environmental health program 15 pts</b>				
1-5 pts	6-10pts	11-15 pts		
<ul style="list-style-type: none"> <li>School complies with all relevant state laws related to pesticides, mercury, tobacco and other hazardous materials</li> <li>Can report volume of pesticide use</li> <li>Ensures good ventilation</li> </ul>	In addition <ul style="list-style-type: none"> <li>School tests classrooms for radon within last 24 months</li> <li>Implements an Integrated Pest Management plan that eliminates pesticides indoors and outdoors</li> <li>Implements an Indoor Air</li> </ul>	School has completed everything in this section and describes numerous aggressive approaches to eliminating environmental health and safety hazards (physical, biological, chemical, natural), including, for example, environmental asthma triggers,	Designated health / safety coordinator. No IPM, no radon testing. Active chemical and asthma policies. Strong nutrition program, good fitness program. Good thorough job. Strong response excellent	25

<ul style="list-style-type: none"> <li>Keeps relative humidity below 60%</li> <li>Contains no mold</li> <li>Has CO alarms and inventory of appliances</li> <li>Complies with radon laws</li> </ul>	<ul style="list-style-type: none"> <li>Quality Program equivalent to Tools for Schools</li> <li>Reduces some environmental asthma triggers</li> <li>Actively manages chemicals</li> <li>Describes <i>several</i> measures to protect student and staff health and safety</li> </ul>	pesticides, mold, mercury	program.
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Element IIB: Nutrition and fitness 15 pts			
1-5 pts	6-10pts	11-15 pts	
<ul style="list-style-type: none"> <li>School conducts at least an average of 120 minutes per week per student of physical education with a reasonable amount conducted outdoors</li> <li>Has an on-site food garden</li> <li>Participates in some nutrition program</li> </ul>	In addition <ul style="list-style-type: none"> <li>School participates in a farm-to-school program</li> <li>Participates in USDA or other nutrition program at a high level</li> <li>Students participate in Sunwise-type program</li> <li>Some food purchased is certified organic</li> <li>Food from school garden is eaten by students or community</li> <li>Compelling description of student outdoor activities</li> </ul>	In addition <ul style="list-style-type: none"> <li>School also purchases a <i>substantial amount of</i> food certified organic</li> <li>Reduced UV and heat exposure</li> <li>More than 50% of physical education annually takes place outdoors</li> <li>Describes unique and innovative practices and partnerships to promote healthy nutrition, and high quality outdoor time</li> </ul>	Farm to table, organic and local foods, student garden, CDC NHE program. No mention of sunwise or other UV awareness program.
<b>Additional efforts towards Pillar 2</b>			
School has at least one innovative or unique practice and/or partnership to improve nutrition and fitness.	School has at least two innovative or unique practices and/or partnerships to improve nutrition and fitness.	School has at least three or more innovative or unique practices and/or partnerships to improve nutrition and fitness.	N/A



Pillar III: Environmental and Sustainability Education – 35 Points				Reviewer Notes	Points
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems 20 pts					
1-5 pts	6-10pts	11-15	15-20		
<ul style="list-style-type: none"> <li>School incorporates <i>limited</i> environmental and sustainability (E/S) activities in <i>some</i> grades</li> <li>Includes <i>limited</i> E/S concepts in <i>some</i> assessments</li> <li>&lt;20% of teachers participate in <i>occasional</i> E/S professional development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>School integrates E/S concepts into <i>many</i> subjects</li> <li>Integrates E/S into <i>some</i> class and school assessments</li> <li>&gt;50% of teachers participate in <i>occasional</i> E/S professional development opportunities</li> <li>Enrolls at least 5% of the school's eligible graduates in AP environmental science during their high school career</li> </ul>	<ul style="list-style-type: none"> <li>School focuses E/S literacy on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems</li> <li>Incorporates E/S themes and topics in <i>many</i> grades, subjects, classroom and school assessments</li> <li><i>Students are proficient in these assessments</i></li> <li>&gt;75% of teachers participate in one or more E/S professional development opportunities <i>annually</i></li> <li>Inquiry- and project-based learning activities are described</li> </ul>	<ul style="list-style-type: none"> <li>School has an E/S <i>matriculation requirement</i> which is focused on understanding the key relationships between dynamic environmental and human (social, economic, etc.) systems</li> <li><i>Fully</i> integrated E/S into the curricula scope and sequence of learning and matriculation standards for <i>all</i> grades</li> <li>&gt;50% of the school's eligible graduates enroll in AP environmental science during their high school career</li> <li>Inquiry-based, project-based activities are described</li> </ul>	Very strong environmental approach. Does not monitor E/S matriculation or advanced learning following 8th grade. Very comprehensive and impressive. Nicely structured, articulated and tied to standards.	28

Element IIIB: Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills 5 pts					
1-3 pts	4-5 pts				
<ul style="list-style-type: none"> <li>School <i>sometimes</i> integrates E/S into science courses; makes <i>some</i> connections to E/S careers</li> <li>Provides <i>some</i> additional evidence about links to STEM</li> </ul>	<ul style="list-style-type: none"> <li>School <i>frequently</i> integrates E/S concepts into STEM courses</li> <li>Curricula makes <i>many</i> connections throughout to E/S careers, career tech/green jobs</li> <li>Offers E/S related Career Technical Education courses</li> <li>Provides a <i>substantial</i> amount of additional evidence</li> </ul>			Strong civic engagement and partnerships.	

about links to STEM education			
Element IIIC: Development and application of civic engagement knowledge and skills 10 pts			
1-3 pts	4-7 pts	8-10 pts	
<ul style="list-style-type: none"> <li>School has civic projects related to environment and sustainability in <i>some</i> grades</li> <li>Occasional meaningful outdoor learning experiences in a <i>few</i> grades</li> <li>A <i>few</i> community partnerships, perhaps only involving donations of funds/supplies</li> </ul>	<p>In addition</p> <ul style="list-style-type: none"> <li>School employs best practices for inquiry-based, hands-on, experiential learning in both their civic and outdoor experiences</li> <li>Projects are not "one-off" but instead are in-depth service learning and civic projects fully integrated with school's academic coursework</li> </ul>	<ul style="list-style-type: none"> <li>School receives full credit when <i>all</i> grades have civic projects</li> <li>When <i>all</i> grades have meaningful outdoor learning experiences</li> <li>When the <i>quality</i> and <i>quantity</i> of community partnerships <i>results</i> in sustainability advances at the <i>school, other schools and the wider community.</i></li> <li>Higher points for inspiring and creative projects and partnerships</li> </ul>	
TOTAL POINTS (100 possible)			

10



# 2013 Green Ribbon Schools Application

Response ID: 47 Data

## 3. New Page

### School Contact Information

**School Name**

The Evergreen School

**Street Address**

15201 Meridian Ave. N.

**City**

Shoreline

**State**

WA

**Zip**

98133

**School Website**

www.evergreenschool.org

**Principal First Name**

Veronica "Ronnie"

**Principal Last Name**

Codrington-Cazeau

**Principal Email Address**

rcazeau@evergreenschool.org

**Principal Phone Number**

206-364-2650

**Lead Applicant First Name**

Janet

**Lead Applicant Last Name**

Charnley

**Lead Applicant Title**

Sustainability Coordinator/Science Coach

**Lead Applicant Email**

jcharnley@evergreenschool.org

**Lead Applicant Phone Number**

206-364-2650 Ext. 572

Level

K - 8

**School Type**

Private/Independent

**School Setting**

**Fall 2012 total enrollment**

**2011 - 2012 attendance rate**

**Graduation rate (if applicable)**

**Student demographics**

**District and Code**

N/A

**My school's Educational Service District (ESD):**

**Don't know your ESD?** [check out our interactive state map](#).

Puget Sound ESD 121

**4. New Page**

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**Summary Narrative**

**Please summarize your school's efforts in all three pillars. You should focus on unique and innovative practices and partnerships. (800 word maximum)**

Evergreen is dedicated to learning and living in our community with respect, responsibility and stewardship for our natural environment, both on our campus and beyond. These core beliefs are integral in our strategic plan, guide our curriculum development and environmental sustainable practices, and provide learning experiences that inspire lifelong environmental and community stewardship.

Evergreen's efforts are coordinated along four prongs:

- Our Green School Committee oversees our commitment to sustainability and coordinates sustainability education programs and projects with staff and students.
- Our Green Team of trustees, parents, students, faculty, and administrators focuses on evaluating and documenting the school's ongoing sustainability efforts.
- Our students are integrally involved in helping us meet our sustainability goals. The Middle School student-led Green Club leads efforts on waste reduction and conservation s. 7th Graders lead our recycling program and Intermediate students complete daily jobs that monitor the sorting of our waste and recycling, track energy use and help clean our campus.
- Our Sustainability Coordinator works with all departments providing consistent leadership on practices and policies, and facilitating the integration of sustainability into curriculum.

Demonstrating our long-term commitment to sustainability and environmental education, we began participating in the King County Green Schools Program in 2003. We are recognized for our green efforts receiving King County's Green Globe in Sustainable Schools Award and deemed Washington State Green Leader School in environmental sustainability education.

We are members of the King County Green Schools, Washington Green Schools and Eco-Schools programs; they help us to meet waste reduction, healthy campus, transportation, and resource conservation goals. Students conduct all-school waste audits, and present their findings to staff, the Parent Association, and at all school assemblies. As a result of the audit, and the implementation of an effective school-wide waste management program including recyclable and compostable materials



collection, we achieved a 90% recycling rate. Other waste reduction actions include electronic communications, elimination of disposable plastic utensils and bottled water, e-cycling and Free Cycle events.

Recent installation of a 9.66 kW photovoltaic system, received through a grant from the Bonneville Environmental Foundation, upgrades of energy efficient lighting, and a digitally controlled HVAC system that regulates our building set-points, has resulted in energy reduction and savings. Annually Evergreen participates in the Green School Alliance Green Cup Challenge an electricity conservation competition. Our energy use data achieved a score of 90/100 in EPA's ENERGY STAR Target Finder for K-12 schools.

Our school partners with community transit to provide bus service for students. We promote carpooling, enforce a no-idling policy, and provide incentive programs for our staff and student families who use alternative forms of transportation. As a result, 68% of our students walk, bike, carpool, and take the bus to school.

We are proactive in purchasing to guidelines for environmentally preferable products. We purchase recycled content paper and other recycled content supplies, and use green cleaning products. We are committed to maintaining good indoor air quality by routinely inspecting and maintaining our buildings. We purchase less toxic materials and properly store and label all chemicals. All classes use approved non-toxic chemicals and art supplies. We improve outdoor water quality through landscaping with native plants and trees, bio-filtration swales, and storm water detention ponds.

Student health is promoted through outdoor recess, P.E. and outdoor education. Food purchased by the school and our lunch service provider is predominantly "environmentally preferable." Fruit and vegetable garden beds are used in our science and health curriculum. Students grow starts that are transplanted in the City of Shoreline's Giving Garden, providing fresh produce to a local food bank.

We develop curriculum that uses the environment as a context for learning, investigates environmental challenges, promotes critical thinking, problem-solving, and decision making skills, and includes service learning. Integrated topics include native plants and animals, renewable energy, natural resources, ecological footprint, global warming, environmental stewardship, global health, biodiversity, ecosystems, and farm to food. Using the school and neighboring park wetlands as a context for learning, restoration work has enabled us to create an experiential, service learning and community cooperative for the study of native plant communities, habitats, and hydraulic cycles. We participate in Salmon in the Classroom, a program that raises salmon from eggs to the fry stage in an aquarium and released into a local stream. Students participate in citizen scientist programs, documenting bird populations for the eBird program and conducting a biodiversity audit with Eco-Schools. 7th graders conduct ecosystem field investigations with the help of scientists from University of Washington and National Parks Service. Intermediate students annually create and lead sustainability workshops to teach primary students about conservation. Our students attend extended outdoor education programs which provide environmental education and outdoor learning experiences. Evergreen School strives to develop environmentally literate students and prepare them to be creative, collaborative thinkers on real world issues that will affect their lives now and in the future.

## 5. New Page

**1. Is your school participating in a local, state, or nationally recognized green school program (for example, Washington Green Schools, Eco Schools USA, PLT Green Schools, King County Green Schools, Cool School Challenge)?**

Yes

**Which program(s) are you participating in and what level(s) have you achieved?**

	Program	Level
1	King County Green Schools Program	Level One (waste reduction and recycling)
2	Washington Green Schools Program	Level One (waste and recycling)
3	Eco-Schools USA	Bronze Award-2012
4		
5		

**2. Has your school, staff or student body received any awards for health, environmental, or sustainability stewardship/action?**

Yes

**Please list the awards you have received and the years you received them.**

	Award	Year Received
1	King County Green Globe Leader in Sustainable Schools	2005
2	King County Green Team	2005
3	King County Earth Hero Award	2009
4	Washington State Green Leader School, Pillar 3 Award	2012
5		

**7. New Page**

**3. Has your school received EPA ENERGY STAR certification?**

Yes

**Please provide the following information**

Year certification received : In process-2012

Score(s) received : 90-Target Finder

**4. Can your school demonstrate a reduction in GHG emissions?**

Yes

**Please provide the following information:**

Percentage reduction : 4.6%

Time period measured (mm/yyyy - mm/yyyy, should be a minimum of 12 months) : 07/2011 - 10/2012

Initial GHG emissions rate (MtCO<sub>2</sub>e/person) : 0.26

Final GHG emissions rate (MtCO<sub>2</sub>e/person) : 0.248

Offsets used : None

**5. Has your school reduced its total non-transportation energy use from an initial baseline?**

Yes

**Please provide the following information:**

Current energy usage (kBtu/student/year) : 5099.44

Current energy usage (kBtu/square foot/year) : 36.63

Percentage reduction : 0.15%

Time period measured (mm/yyyy - mm/yyyy, should be a minimum of 12 months) : 01/2010-10/2012

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : EPA ENERGY STAR Target Finder

**6. What percentage of your school's energy is obtained from:**

	Type(s)	Percentage(s)
On-site renewable energy generation	Solar	3%
Purchased renewable energy	Hydropower-Electricity	97%
Non-renewable energy	Natural Gas-Heating	100%



**7. In what year was your school constructed?**

1995 and 2003

**8. What is the total square footage of your school?**

62,636 sq. ft.

**9. Has your school constructed a new building or renovated an existing building in the past ten years?**

No

**Please provide the following information:**

	New construction	Renovated building(s)
What percentage of the building area has achieved green build standards (for example, LEED, CHPS, Green Globes, WA State Sustainable Schools Protocol)?		
Which certificate did the school receive and at what level?		
What is the total building area (in sq. ft.)?		

**8. New Page**

**10. Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?**

Yes

**Please provide the following information:**

Average baseline water use rate (gallons/occupant) : 1067

Current water use rate (gallons/occupant) : 1030

Percentage of reduction in domestic water use : 3.4%

Percentage of reduction in irrigation water use : No irrigation

Time period measured (mm/yyyy - mm/yyyy, should be a minimum of 12 months) : 07/2010 - 07/2012

How did you document this reduction (eg. ENERGY STAR Portfolio Manager, school district reports)? : School utility reports

**11. Please provide the following information about your school's landscaping:**

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 95%

What types of plants are used and where are they located? : Native trees (Douglas fir, Western Red Cedar), shrubs/bushes (Red Osier Dogwood, Vine Maple, Snowberry), ferns (Sword Fern) and grasses are used in our landscaped garden beds. Examples are in parenthesis but we have many more. On the north side of the campus is a 0.7 acre protected wetland which is comprised of native plants.

**12. Please describe the alternate or non-potable water sources used for irrigation. (Maximum 50 words)**

We have not yet installed alternate water sources for irrigation though this is a goal of ours. We have reduced the amount we need to water by planting mostly native vegetation, mulching, watering by hand only when needed and using soaker hoses. Only 4% of our campus area is grass.

**13. Please describe efforts to reduce stormwater runoff and/or reduce impermeable surfaces. (Maximum 50 words)**

The runoff from our campus flows into two biofiltration swales and two stormwater detention ponds. Under our parking lots we have stormwater sediment catchment basins that help to retain stormwater. We have a 0.7 acre wetland with intermittent stream. The majority of our landscaped gardens contain native plants.

**14. Our school's drinking water comes from:**

Municipal water source

**Please describe how the water source is protected from potential contaminants. (Maximum 50 words)**

**15. Please describe how you control lead in drinking water. (Maximum 50 words)**

Seattle Public Utilities (SPU) provides the school's drinking water and the water meets or exceeds all federal EPA standards and WA State Board of Health regulations for drinking water. SPU provides some of the highest quality drinking water because it comes from protected, pristine mountain sources.

**16. What percentage of your school grounds are devoted to ecologically beneficial uses (e.g. rain gardens, cisterns and grey water saving, native plant sinks, living walls, plants and flowers that encourage pollination)?**

43% of the school grounds are devoted to ecologically beneficial uses. We have two biofiltration swales and 14% of the property is a protected wetland, ponds and intermittent stream. Our landscaped garden beds contain mostly native plants and 31% of the property has tree canopy.

**9. New Page**

**17. What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e. Recycling Rate)?**

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 367 lbs. per month

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 1645 lbs. per month

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 1650 lbs. per month

Recycling Rate =  $(B + C) \div (A + B + C) \times 100$  : 89.978%

Monthly waste generated per person =  $(A/\text{number of occupants})$  : 0.7

**18. What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed?**

70%

**19. What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)**

50%

**20. Please list the types and amounts of hazardous waste generated annually by your school in each category**

	Type(s)	Amount (in lbs.)
Flammable liquids		
Corrosive liquids		
Toxics		
Mercury	Fluorescent light bulbs	1.2 lbs.
Other		

**21. How is hazardous waste disposal tracked?**

Our Facilities Director monitors any hazardous waste and sees it is appropriately disposed of at the King County Hazardous

110



waste disposal site. All fluorescent bulbs and electronic equipment are taken to a recycling facility.

**22. Please describe other efforts to reduce solid waste and eliminate hazardous waste. (Maximum 100 words)**

Waste audits were conducted in the past 3 years with Shoreline's recycling hauler, CleanScapes. A result of these audits, we have standardized all waste receptacles, posted labels and information sheets about what goes into each. Nearly all the school's communications, registration forms, school bulletins, and business transactions are electronic. Yearly assemblies are held for our students around the theme of waste reduction and students are actively involved in their classrooms to reduce their waste. Compostable or reusable eating utensils, cups and dishes are used for the school lunch program, classroom and school events. Staff holds two "Free Cycles" a year.

**23. Please provide the following information about the cleaning products used in your school:**

Which green cleaning custodial standard is used? : Green Seal, NSF, Eco-Logo and EPA

What percentage of all products is certified? : 99%

What specific third party certified green cleaning product standard does your school use? : Green Seal, NSF, Eco-Logo and EPA

**10. New Page**

**24. What percentage of your students walk, bike, bus, or carpool (2 + student in the car) to and from school?**

68%

**25. How is this data collected and calculated? (Maximum 50 words)**

In the fall of 2011, the school hired a Traffic Engineering consulting firm, Hefron Transportation, to conduct a transportation survey of all of our staff and families.

**26. Has your school implemented any of the following? (Please check all that apply)**

Designated carpool parking stalls.

A well-publicized no idling policy that applies to all vehicles (including school buses).

Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Safe Pedestrian Routes to school.

**Please describe your Safe Pedestrian Routes program including activities and communication. (Maximum 50 words)**

Our school's drop off and pick up policies and procedures are communicated in the back to school packet each family receives and in our weekly all school bulletin. Our sixth graders serve as our safety patrol and they are stationed at all crosswalks along with staff supervisors.

**27. Please describe how your school transportation use is efficient and has reduced its environmental impact. (Maximum 50 words)**

Our school partners with the community transit system to provide bus service for our students. We promote carpooling with our families through information presentations at parent events and in all school publications. We provide incentive programs for our staff and student families who use alternative forms of transportation.

**11. New Page**

**28. This is the end of Pillar 1. Please describe any other efforts your school has made toward reducing environmental impact with a focus on innovative or unique practices and partnerships. (Maximum 100 words)**

A 9.66 kW photovoltaic system was installed in 2011 through a Bonneville Environmental Foundation grant and private donations. We worked with Seattle City Light, Puget Sound Energy, and joined EPA's ENERGY STAR to assess and improve

energy conservation. Efficiency increased with installation of efficient indoor/outdoor lighting, setting thermostats to set points, and with a new automated management scheme for our HVAC system, reducing energy use by at least 30%. According to EPA ENERGY STAR Target Finder, we have a performance rating of 90 for K-12 schools. Yearly we participate in Green School Alliance's Green Cup Challenge to reduce electricity use.

### 13. New Page

#### 29. What is the volume of your annual pesticide use (gallon/student/year)?

0.01 gallon/student/year

#### 30. Please describe your efforts to reduce pesticide use. (Maximum 50 words)

Our landscaping practices begin with preventing the use of pesticides. Our gardener's create healthy soils, select mostly native plants, remove weeds by hand, and mulch the garden beds at least once a year. Pesticides are only used as last result and are applied when school is not in session.

#### 31. Which of the following practices does your school employ to minimize exposure to hazardous contaminants? (Please check all that apply)

Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.

Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.

Our school does not have any wood playground equipment or other structures that contain chromate copper arsenate or we have identified these structures and have taken steps to eliminate exposure.

#### Please describe the specific actions you have taken to remove elemental mercury from your school. (Maximum 50 words)

Our school has eliminated mercury-containing laboratory chemicals, thermometers, chemical compounds, art chemicals, etc. In 2009 and the fall of 2012, we had a representative from King County's Hazardous Waste Management Program conduct an audit and reported that Evergreen did not have any elemental mercury.

#### Please describe the specific actions you have taken to ensure that frequently occupied rooms test below 4 pCi/L for radon. (Maximum 50 words)

Our school is in an area with low potential for radon exposure, according to EPA's website: <http://www.epa.gov/radon/states/washington.html>. On the website, our County is in Zone 3, and the EPA site states that "Zone 3 counties have a predicted average indoor radon screening level less than 2 pCi/L - low potential."

#### Please describe the specific actions you have taken to eliminate exposure to chromate copper arsenate. (Maximum 50 words)

The majority of our playground structures and all of our picnic benches are not made of wood and were recently installed. We only have one wooden play structure and we have had it checked out and determined that it does not contain chromate copper arsenate.

#### 32. If your school has combustion appliances, are you taking steps to protect occupants from carbon monoxide?

Our school does not have combustion appliances

#### Please describe the specific actions you have taken to protect occupants from carbon monoxide. (Maximum 50 words)

#### 33. Please describe how your school manages chemicals routinely used in the school (e.g. adhesives, science lab supplies) to minimize occupant exposure. (Maximum 100 words)



Our school has a chemical management program that is implemented by our facilities director, our health/safety coordinator and staff Green Team that includes environmental purchasing guidelines (low or no VOC products), proper storage and labeling of all chemicals and selecting certified green cleaning supplies. Our science and art programs do not use hazardous materials and select approved non-toxic chemicals and art supplies.

**34. Please describe the actions your school takes to prevent exposure to asthma triggers in and around the school. (Maximum 100 words)**

We have a Health/Safety Coordinator who works with our Facilities Manager, and other school employees, to ensure we are creating a healthy environment for our students. The Facilities Manager ensures that our ventilation systems are operating properly and that air filters are routinely cleaned or replaced. All rooms at our school are cleaned daily using non-toxic, environmentally friendly cleaners, surfaces are dusted and carpets are vacuumed. The school has a Student Asthma Action Plan that is kept on file. This includes the Daily Management plan which outlines triggers for an asthma episode, any medication taken daily and an Emergency plan.

**35. Please describe the actions your school takes to control moisture from leaks, condensation, and excess humidity and promptly clean up mold or remove moldy materials when found. (Maximum 100 words)**

Our buildings are regularly inspected for signs of mold, moisture, leaks or spills. When there are signs of moisture, and/or mold, or when leaks or spills occur, they are promptly cleaned up. Our building foundations have water proofing protective layer which keeps water from entering the building. Our roofs are new and regularly inspected for leaks. Money is available in our school budget to make sure our buildings are kept in good shape.

**36. Our school has installed local exhaust systems for major airborne contaminant sources.**

No

**37. Please describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly. (Maximum 100 words)**

Our ventilation system is inspected quarterly by a certified HVAC technician. At these inspections the filter areas are cleaned and filters are replaced. The ventilation systems meet state and county codes. Our maintenance staff inspects the ventilation system on a regular basis. Indoor air quality complaints are investigated and corrected immediately.

**38. Please describe the actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards. (Maximum 100 words)**

We have an automated HVAC system that monitors CO2 levels in each classroom, and if too much is detected the dampers will open up and let in fresh air. Our maintenance staff ensures that the outdoor air intakes are cleared of obstructions, dogs, or covers. The HVAC system is inspected quarterly by a certified HVAC technician. The buildings have operable windows that provide rooms with outdoor air.

**39. Please describe any other steps your school takes to protect indoor environmental quality such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action. (Maximum 200 words)**

Our school has a designated health and safety coordinator and staff committee. They, along with our facilities department, are responsible for coordinating and designing structures for school wide health and safety practices and policies. Our school's health policies are supervised by Seattle and King County Public Health program. Our school has a daycare for infants to three year olds, and preschool and pre-Kindergarten programs, which require our school to meet higher standards than a typical elementary and middle school. Our custodial services use only green cleaning products that meet the Green Seal and NSF green cleaning standards and they vacuum and clean floors each night. We have a no smoking and no idling policy on our campus. Indoor building materials and furniture are chosen that are low-emitting, non-irritating, nontoxic, and chemically inert. Our HVAC system filters are checked and replaced quarterly by a HVAC technician. The HVAC system automatically provides fresh air should concentrations of indoor carbon dioxide reaches a high level. To be certified by King County Green Schools, we had a representative from King County's Hazardous Waste Management Program conduct an audit and certified us as having no hazardous materials.

## 14. New Page

### 40. Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

Our school participates in the Coordinated School Health program.

Our school participates in a Farm to School program to use local, fresh food.

Food purchased by our school is certified as "environmentally preferable."

Our school manages a food garden either on-site or in close proximity to our building.

Our school garden supplies food for our cafeteria or other community resource (cooking class, food bank, etc.).

Over the past year, our students spent an average of at least 120 minutes per week (for middle and high schools) or 90 minutes per week (for elementary schools) in school supervised physical education.

At least 50% of our students' annual physical education and physical activity (including recess) takes place outdoors.

Our school integrates health measures into assessments.

### Your school's USDA Healthier School Challenge

#### Please describe your school's Farm to School partnership. (Maximum 100 words)

Our school contracts out for our student lunch services and food for our after school program. The lunch service provider obtains 90% of its food from local sources. They obtain much of their fruits and vegetables from Full Circle Farms, a local organic produce delivery service. Their produce is locally-sourced organic and sustainably-grown fruits and vegetables. Many of the farms are family owned and sell only products that are free of pesticides, herbicides and fungicides. The school orders only "environmentally preferable" foods, organic produce and other products, whenever possible.

#### Please list the types and percentages of your school's food that are certified "environmentally preferable."

	Type (fresh produce, dairy, etc.)	Percentage
1	Fresh Produce	100%
2	Dairy	75%
3	Grains	75%
4	Protein Foods	75%
5		

#### Please describe your school's food garden. Please include your garden's size and year of inception. (Maximum 100 words)

Our school's food garden beds and planters were built to be used as part of the school's curriculum and are too small to provide enough produce for our lunch program. We have a total of 325 square feet of garden beds which were built in 2009.

The City of Shoreline built a community garden in a park across the street from our school. Part of the gardens is designated as a Giving Garden to provide fresh produce to a local food bank. We are contributing vegetable starts from our garden beds to the Giving Garden program.

#### Please describe where and how the food from your school garden is used. (Maximum 100 words)

The fruits and vegetables that are grown in our gardens are used at various grade levels as part of their science and health curriculum. Our Pre-School and Pre-Kindergarten teachers utilize the produce for daily snacks and to teach about nutrition. The fifth grade grows vegetable starts which are transplanted in the spring to the City of Shoreline's Giving Garden beds. This food is then donated to the local food bank. Our 4th and 5th graders plant seasonally appropriate vegetables as part of the Farm to Food unit.

#### Please describe your school's physical education program. (Maximum 100 words)

Our school's P.E. program is an integral dimension of each student's education that aims to enhance the wellness of each



individual's life. Students participate in a sequential curriculum that promotes physical, mental, emotional, social, and moral well-being. The student's acquire knowledge and skills necessary to perform a variety of physical activities; gain an understanding for their own fitness level and set challenging, yet attainable goals; and knows the implications of and benefits from involvement in physical activities for a healthy lifestyle.

**Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 100 words)**

Outdoor experiential activities and field trips are a large part of our school programs. Half of our school's physical education classes are conducted outside each week. All recesses for our students are outside. In our wetland area we have an outdoor classroom which is used by many classes. An adjacent city park field and natural areas are used on a regular basis for sports activities, nature studies and service learning projects. Evergreen has an after school sports program for K-8th grade. Our first through eighth graders go on extended overnight outdoor education programs that incorporate nature-based and outdoor recreational experiences.

**Please describe how you integrate health measures into your school's assessments. (Maximum 100 words)**

Our school has adopted the Center of Disease Control's National Health Education standards. The standards have performance indicators which helps teachers to assess student understanding. Specific health classes are part of our Intermediate and Middle School program and health topics are incorporated into our social and emotional, science curriculum and physical education classes throughout the school. The standards and benchmarks in these subject areas are used to assess student learning.

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15. New Page

**41. This is the end of Pillar 2. Please describe any other efforts your school has made to improve nutrition and fitness. Please highlight innovative or unique practices and partnerships. (Maximum 100 words)**

Nutrition programs are integrated into science, health and physical education curriculum throughout the school. USDA, National Dairy Council and Fuel Up for 60 educational materials are used as resources. Our students get up to 60 minutes of outdoor recess per day. All grades have a Physical Education class that meets twice a week. We have an after schools sports program where all students are encouraged to participate and there is a no-cut policy. Sports are offered each season for all grade levels, K-8, and in 2010-2011 over 300 students participated. K-8 outdoor/experiential education overnights and field trips include recreational activities.

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17. New Page

**42. Which practices does your school employ to support environmental and sustainability literacy? (Please check all that apply)**

Our school has an environmental or sustainability literacy requirement.  
Environmental and sustainability concepts are integrated throughout the curriculum.  
Environmental and sustainability concepts are integrated into assessments.  
Professional development opportunities in environmental and sustainability education are provided for all teachers.

**Please describe your school's environmental or sustainability literacy requirement. (Maximum 200 words)**

Evergreen has developed standards and benchmarks in all content areas based on national and state standards, and many of these incorporate environmental and sustainability learning standards. Environmental Education is a mandated area of study in the State of Washington and requires that conservation, natural resources and the environment be an interdisciplinary part of science, social studies, or other subject areas. We use the Washington State Integrated Environmental and Sustainability Standards as a guide in developing our sustainability educational programs. In each grade level and across classes, the three main standards, Ecological, Social, and Economic Systems, The Natural and Built Environment, and Sustainability and Civic Responsibility, are met in a variety of units and lessons across different subject areas. Real-world, integrated, project based



lessons have been developed with environmental sustainable themes, and provide learning experiences that increase student's environmental literacy. The school has a committed position of a Sustainability Coordinator and part of the responsibilities of this job is as a resource to teachers to facilitate the integration of sustainability in their curriculum. The Sustainability Coordinator sees the big picture across the school, and facilitates teacher connections from their classroom activities to those of the larger community.

**Please describe how environmental and sustainability concepts are taught and which subjects they are integrated into. (Maximum 200 words)**

In our preschool-8th grade curriculum, sustainability concepts are integrated into social studies, science, language arts, world language, art and math. The students are involved in inquiry real-world investigations that develop critical-thinking, problem-solving and decision-making skills. Our program guides our students to take active responsibility for the well-being and stewardship of the community and to understand our connections and interdependence with the world as a whole. In the Primary grades, environmental topics are integrated across content areas and students learn about human built and natural communities, causes and effects of pollution, plant and animal habitats, food and nutrition, and interrelationships in ecosystems. Topics Intermediate students cover include renewable energy sources, Pacific salmon, watersheds, stream ecology, natural resource conservation, ecological footprint, biodiversity, life cycle of products, and the life cycle of food. Middle School topics include ecosystem biology, global health issues, consumerism, global issues (human rights, economics, and population), world/culture views, and energy through the lens of global climate change. Our school's wetland is used as a context for learning about native plant communities, wildlife habitats and hydraulic cycles. Field trips to nature centers, wildlife parks, old growth forests, Puget Sound beaches, wetlands and streams are a large part of our curriculum.

**Please describe how you integrate environmental and sustainability concepts into classroom based or schoolwide assessments, how you measure proficiency, and what percent of your students score "proficient" or better. (Maximum 200 words)**

The Evergreen School staff has written standards and benchmarks in all subject areas, which are the basis for our curriculum adoption and creation, and our assessment of student learning. Assessment of student learning occurs in a variety of ways, including in the area of sustainability and environmental concepts. In all of the classes, teachers utilize formative and summative assessments of student's knowledge of content information. The Primary Division uses journaling, drawing, and making models as ways of recording students understanding. Additional assessment opportunities are in the form of projects where student generated feedback is used as a tool to assess the curriculum as it stands as well as student performance. Assessments in the Intermediate and Middle levels include teacher observations of student performance, student interviews, student self-evaluations, discussion of content, presentations, projects, concept maps, portfolios, science notebooks and rubrics. Our students meet and exceed our standards of learning in all subject areas.

**Please describe professional development opportunities available to your teachers in environmental and sustainability standards. Please include the percentage of teachers who participated in these opportunities for the 2011 - 2012 school year. (Maximum 200 words)**

The faculty of The Evergreen School is provided generous access to professional development both internal collaboration and external expertise. Teachers at Evergreen have enriched their program and approach through on-site professional development opportunities on topics such as brain/learning, social/emotional development, and design learning models, renewable energy and sustainability standards workshops. Ten percent of our faculty attended local and national education conferences that included sustainability and environmental sessions and workshops. Ninety percent of our faculty participated in a renewable and solar energy and incorporating sustainability standards in our curriculum workshops at our school in 2011-2012. We had two faculty members present on our Green Schools program at the National Association of Independent Schools national conference and one presented at the Environmental Education Association of Washington conference on an interdisciplinary, place-based salmon curriculum. Conferences and workshops attended included Environmental Education Association of Washington, Washington State Science Teachers Association, National Science Teachers Association, Solar 4R Schools, Pacific Northwest Association of Independent Schools, Islandwood Sustainability Education Summer Institute, National Association of Independent Schools, Microsoft Partners in Learning, and Seattle Tilth. We have one faculty with a bachelor's degree in Environmental Education.

**43. Does your school serve grades 9 - 12?**

No

**Please describe the academically rigorous coursework your school offers in environmental and**



**sustainability studies. Include offerings such as AP Environmental Science and college in the high school courses. (Maximum 200 words)**

**44. Describe your students' meaningful outdoor learning experiences at every grade level. (Maximum 200 words)**

Experiential and placed-based learning is an integral part of a student's experience at Evergreen. Preschool and prekindergarten students plant and grow vegetables in outdoor garden beds to learn about plants, food and nutrition. Primary students in their science and social studies classes utilize the natural spaces on our campus, visit local salt water beaches, ponds and wetlands to learn about organisms and their environment, habitats, soils, ecosystems, adaptations and biodiversity. In fourth grade social studies, outdoor settings are used to teach mapping skills and landforms. Third grade students learn about how native peoples utilized plants as food and medicine. First and fifth graders track the local weather over time for their science class. Fifth graders study salmon and stream ecology by visiting sites on a stream in our watershed. In a farm to food unit, Intermediate students grow vegetables in garden boxes and visit a working organic farm. The seventh grade science study of ecosystems was incorporated into their week-long backpacking trip. Natural areas on campus are used by the art teacher to teach drawing and Language Arts teachers for writing poetry. Students attend outdoor education 2-5 day trips, as well as one day field trips, incorporate outdoor learning experiences.

**18. New Page**

**45. How does your school use sustainability and the environment as a context for learning science, technology, engineering, and mathematics skills and content knowledge? (Maximum 200 words)**

Evergreen teachers have adopted and created project based, real-world curriculum that integrates STEM skills and content. We have a laptop program for our older students and technology tools are integrated into the curriculum at every level. The engineering design process is used in science by 4th graders in a wind power unit, and 5th graders design passive solar houses in a unit on solar energy. 4th graders learn about solar-electric cells in a unit on electrical circuits. 4th and 5th grade students examine the life cycle of various products. Science digital probes are utilized for soil analysis, weather data, stream-flow and water quality in the 3rd and 5th grades, and by the 7th grade on a week-long ecological field study in the Cascade Mountains. Students utilize spreadsheets to graph and analyze their data. 8th grade students study energy through the lens of global climate change and renewable energy technology. They utilize math calculations of the carbon footprint for our school, their home and the nation. To help the school in its sustainability efforts, students in their science and math class collected energy, water, biodiversity and waste data, analyzed the information and presented their findings and suggested changes to the school.

**46. How does your school use sustainability and the environment as a context for learning about green technologies and career pathways? (Maximum 200 words)**

The school received a solar photovoltaic system through a grant with Bonneville Environmental Foundation, Solar 4R Schools program. Through this program, we have received educational materials on renewable energy sources, had guest speakers from the solar industry speak to our Intermediate students, and professional development workshops for our teachers. In the 8th grade science unit on energy they learn about non-carbon power generation. Students are introduced to green careers by hearing from visiting scientists and policy makers in the fields of energy, waste management, science journalism and city government. Students in the 7th grade interview scientist or medical professionals for biomedical research essays they write that are submitted to the Northwest Association of Biomedical research. The students work on citizen science projects in conjunction with formal research projects conducted by scientists with the National Park Service and the University of Washington. Students take field trips to a salmon hatchery, a newly built state of the art waste treatment plant, recycling/garbage/compost waste transfer facility, and a working organic farm where they hear from people who work in these businesses, and learn about recent green technological advances.

**19. New Page**

**47. Describe your students' civic and/or community engagement projects integrating environmental and sustainability topics. (Maximum 200 words)**

Service learning is an integral part of our program and classes select a project for the year. We hold an annual food drive, collect money and select organizations to support through the Penny Harvest program. Examples of student driven projects include

cleaning our school campus, wetland and stream restoration, conducting an all school waste audit, and working with local animal shelters. As part of the curriculum, students conducted restoration work on our campus wetland and at a city park. Students work in the city's Community Giving Garden where the vegetables are donated to the local food bank. They help grow and plant vegetables, and mulch and weed the garden beds. We participate in Salmon in the Schools program by raising coho salmon and conduct stream restoration projects to improve the health of the stream. 4th/5th graders develop presentations and hands-on lessons around sustainability topics that are delivered to Primary classrooms. Intermediate students complete daily jobs that support recycling, monitor the sorting of our waste, track energy use and help clean our campus. 7th grade students are in charge of the recycling program. Students conducted a biodiversity, waste, energy and water audits, to help us identify areas to change at school.

**48. Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)**

Restoration work in the school and neighborhood park wetlands has enabled us to create an experiential, service learning and community cooperative projects. Students learn about the benefits of reversing environmental degradation, creating healthy waterways, and increasing biodiversity. Kindergarteners learn how non-native bull frogs have affected native tree frog populations at a local pond. Intermediate students survey the biodiversity of our campus and monitor bird populations for the citizen scientist eBird program. Based on their surveys they develop projects to protect and preserve wildlife habitat. 5th graders in their study of Pacific salmon, collect water quality data at several sites on a stream in our watershed, assess its health for aquatic life, and design a project to restore salmon habitat. In a farm to food interdisciplinary unit, Intermediate students help to grow and plant vegetables, and maintain the city Giving Garden where the vegetables are donated to the local food bank. 7th graders worked on citizen science projects on their week-long backpacking trip in conjunction with formal research projects through the National Park Service and the University of Washington. All classes go on field trips that incorporate outdoor learning and involve civic discussions with the aim of solving current environmental problems.

**49. Describe your partnerships and how they help your school achieve in the 3 Pillars. Include both the scope and impact of your partnerships. (Maximum 200 words)**

We are members of the King County Green Schools, Washington Green Schools and Eco-Schools programs. Each program provides resources, support and technical assistance. We are certified in the waste reduction and recycling category, and we have reduced our waste by 50% over the past 3 years. In the area of energy, we received a grant in 2011 from the Bonneville Environmental Foundation, Solar 4R Schools program, for solar panels. They provide on-going support with renewable energy curriculum resources and technical assistance. We are currently becoming certified with EPA's ENERGY STAR program and we are working on the energy and water certification requirements for the Green Schools programs. Each year we participate in the Green School Alliance's Green Cup Challenge that involves measuring and reducing electricity use and Greenhouse Gas emissions. We have an on-going partnership with the City of Shoreline parks department where we have done removal of invasive non-native plants at Twin Ponds Park, and worked in the Community Giving Garden by helping to maintain the garden beds, and grow and plant vegetables that are donated to the local food bank. Our students attend extended outdoor education facilities, including Islandwood, which provide outdoor learning experiences and curricular support.

**21. Thank You!**

**Email Confirmation**

Jan 03, 2013 23:59:59 Success: Email Sent to: jcharnley@evergreenschool.org

**Response Location**

**Country:** United States  
**Region:** WA  
**City:** Seattle  
**Postal Code:** 98133